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## Pakistan Economic Survey 2018-19

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- ▶ to introduce new areas of teaching and research in universities in response to market demands and projection of the future needs of Pakistan
- ▶ to provide institutions with the necessary infrastructure to absorb an increased student population
- ▶ to provide on-campus residential opportunities to students so that deserving students are not deprived access to quality higher education.

### Human Resources Development

Human Resource Development (HRD) division of HEC is responsible for the provision of scholarships to talented candidates for enhancing their qualification to meet the requirements of highly qualified faculty for universities, research organizations, and the industry. Programs initiated by Human Resource Development (HRD) are primarily designed to fill the gap of the trained people in various fields relevant to the national priorities. Moreover, it also envisages building an environment of research which is vital for the country's economic and social wellbeing. The creation of an ambiance of research in the context of national needs and in line with the global trends is at the core of vision of HRD Division. The HRD performance for the FY2019 (July-March) is as under:

**Table: 10.8 Details of Scholarships under HRD Schemes 2018-19 (July-March)**

Program Titled	Scholarships July-March 2018-19
Indigenous (PhD)	371
Post Graduate/Undergraduate Scholarships for students of FATA & Balochistan	1200
Foreign (PhD)	684
Prime Minister's Fee Reimbursement Scheme (PMFRS) for less developed areas	15403
Need Based Graduate/Undergraduate Scholarships	4100
Other programs	780
<b>Grand Total</b>	<b>22538</b>

Source: Higher Education Commission

### Planning & Development Division

Under the PSDP 2018-19, the government had initially allocated Rs 35.829 billion to HEC for implementation of 178 development projects (133 ongoing & 45 un-approved projects) of Public Sector universities/HEIs. However, while rationalization of PSDP by Ministry of Planning, Development & Reform (PD&R), the size of the PSDP allocation was curtailed / revised to Rs 30.961 billion for only 136 ongoing development projects of Universities/HEC.

During FY2019 (July-March), an amount of Rs 15.083 billion (49% of the total allocation) has been released to the Public Sector Universities/HEIs for ongoing projects. These projects contain activities like; Construction of new academic buildings, Strengthening of ICT Infrastructure, Faculty Development, Procurement of Laboratory Equipment's and other approved components.

In addition to PSDP budget, a Technical Supplementary Grant of Rs 0.503 billion for the project titled "Award of 3000 Scholarships to students from Afghanistan under the Prime Minister's Directive" has also been released to HEC. Under this scheme, the Government of Pakistan offers scholarships to 3000 Afghan students in various field including Medicine, Engineering, Agriculture, Management and Computer Sciences to create Pakistan's Goodwill among the people of Afghanistan, to promote Human Resource Development for reconstruction of Afghanistan, to develop people to people contact between two neighbouring countries and to create excellent leadership qualities among Afghan Youth.

### Education Survey (Annual Status of Education Report, 2018):

Annual Status of Education Report (ASER), 2018 is the largest citizen led household based learning

survey mostly in all rural and selected urban areas. The ASER's specifically trained 11,000 member volunteer team has surveyed 89,966 households in 4,527 villages and blocks across 154 rural districts of Pakistan. Detailed information of 260,069 children aged 3-16 has been collected (54% male and 44% female), and of these, 196,253 children aged 5-16 years were assessed for language and arithmetic competencies.

#### **Box II: ASER 2018 National Summary**

##### **Enrollment (National Rural):**

- ▶ In 2018, 83% of 6-16 year old children in rural Pakistan were enrolled in schools whereas 17% children were out of school. Compared to ASER 2016, percentage of out of school children in rural Pakistan has decreased from 19%. Amongst the enrolled, 77% of children were in government schools and 23% were enrolled in non-state institutions (20% private schools, 3% Madrassah, 0% others).
- ▶ In ASER 2018 amongst the 17% out-of- school children (age 6-16 years), 7% were males and 10% were females. This gap has narrowed compared to the last ASER cycle (8% males and 11% females).
- ▶ Punjab, Sindh, Khyber Pakhtunkhwa, GB and Balochistan all recorded increases in enrolment (6-16 years) ranging between 1% to 8%.
- ▶ Pre-school enrollment (3-5 years) in 2018 stands at 37% as compared to 36% in 2016. Highest enrollment for pre-school was in Islamabad Capital Territory, 62%, followed by 52% in Punjab and 50% in AJK. Lowest enrolment was recorded for KP Merged Districts (FATA) at 23%.

##### **Quality of Learning (National Rural):**

- ▶ Learning levels in all three competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic have improved since 2016.
- ▶ In ASER 2018, 56% of Class 5 students were reported as being able to read a story compared to 52% of Class 5 students who could do so in 2016. For English this year, 52% of class 5 students could read Class 2 level English sentences as compared to 46% of Class 5 students who could do so in 2016. Similarly, 53% of Class 5 students were able to do 2-digit division sums compared to 48% of children in 2016.
- ▶ The top scorers for Language: Urdu are, AJK (78%), ICT-Islamabad (75%), Punjab (69%) and Khyber Pakhtunkhwa (58%); English: AJK, Punjab, GB and Khyber Pakhtunkhwa, 92%, 65%, 63% 55% respectively, and for Arithmetic: AJK, Khyber Pakhtunkhwa, GB, and Punjab 73%, 69% 63%, 60% respectively.
- ▶ ASER Survey 2018 highlights as per past trends that children enrolled in private schools are performing better compared to those studying in government schools. In some provinces this gap is being eliminated, for instance in Punjab.

##### **Mothers' Education:**

- ▶ This year, the percentage of mothers' having completed primary education has gone up (33%) as compared to 2016 (30%).

##### **School Facilities (National Rural):**

- ▶ ASER 2018 surveyed 4,284 government and 1,171 private schools in 154 rural districts of Pakistan. Private sector still reports better school facilities but with progressive improvement in government schools.
- ▶ Overall teacher attendance in government schools was 87% compared to 89% in private schools. Overall student attendance in government schools was 84% compared to 88% in private schools.

- ▶ 36% teachers of government schools have done bachelors compared to 42% teachers of private schools. Whereas, 42% teachers of government schools have done Masters as compared to 30% teachers of private schools.
- ▶ 42% of the surveyed government primary schools did not have toilets in 2018 compared to 46% in 2016. Similarly, 13% surveyed private primary schools were missing toilet facility in 2018 compared to 16% in 2016.
- ▶ 33% of the surveyed government primary schools did not have drinking water in 2018 compared to 40% in 2016; 11% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 15% in 2016.

**Multi-grade Teaching:**

- ▶ The trends in multi-grade teaching across schools are as follows. ASER 2018 National rural reveals that 43% of government and 23% of private schools have multi-grade teaching at Class II level; whilst at the Class VIII level, multi-grade teaching is more prevalent in the private sector 9% vs. 5% in government schools.

**ASER Findings on Disability/Health & Functioning:**

ASER Pakistan, since 2014, has been capturing data on disability incidence in Pakistan by using the ‘UN Washington Group on Disability Statistics’ Short Set of questionnaire (3-16 years). This questionnaire is devised as a standard tool to estimate the functional difficulties in six core functional domains: walking, seeing, hearing, cognition, self-care and communication. In continuation of this activity, ASER 2018, using the same set of questionnaire, has reached out to over 119,000 children in Punjab, Khyber Pakhtunkhwa (including the KP-newly merged districts) and Islamabad Capital Territory (ICT).

- ▶ Among these, 4,251(3.57%) of the children were found to have at least one functional difficulty. Disaggregating this figure for gender, 1,760 (3.43%) of the boys had a difficulty while the same was 2,491 (3.66%) for girls i.e. a slightly higher percentage of girls reported having any difficulty than for boys.
- ▶ By education status, results show that around 3,174 children out of the total 4,251 children with disabilities are enrolled in school (74.66%), while 880 (20.7%) have never been enrolled and 197 (4.63%) have dropped out.

Source: ASER, 2018 Annual Report.

**Conclusion**

Education needs to be delivered inclusively, effectively and equitably across the country to ensure that it is a driver of social cohesion and resilience. The present government is fully committed to improve both the quality and the coverage of education. For this purpose, the government is focusing on uniform education system, use of information technology, improved governance and financial efficiency of education system, decrease dropout ratio, solutions to raise quality of education, increased school enrolment and removing financial barriers.